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ABSTRACT

Findings, observations, and recommendations resulting from a study of existing library instruction programs in secondary schools throughout Massachusetts are presented. Thirty-one school systems identified as feeder schools for the University of Massachusetts at Amherst and eight smaller schools were visited to collect information which would assist in finding ways to help students make the transition from high school to academic library. Data gathered from each school library included school enrollments, library resources, library instruction materials, descriptions of instructional programs, and a wide variety of related materials. The findings assess the nature and effectiveness of the typical high school and university library instruction program. General observations deal with problems affecting the success of skills programs, such as teacher apathy, fragmented instruction, lack of continuing instruction, and student confusion. Recommendations suggesting program changes are provided, as well as four appendices which include a list of schools visited, the colloquium form used, a description of library instruction at the University of Massachusetts, and a chart comparing the resources of school libraries with the university library. (FM)

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HELPING STUDENTS MAKE THE TRANSITION FROM HIGH SCHOOL TO ACADEMIC LIBRARY:

A REPORT ON A STUDY OF SELECTED LIBRARY INSTRUCTION PROGRAMS IN MASSACHUSETTS

by

Joyce Merriam

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

IR007745

TO: Massachusetts secondary school librarians and media specialists visited, Spring semester, 1979.

FROM: Joyce Merriam, Assistant Head, Reference Department, University Library, University of Massachusetts/Amherst

SUBJECT: Helping students make the transition from high school to academic library; A report on a study of selected library instruction programs in Massachusetts.

DATE: August 1, 1979

CONTENTS

	page
Background	1
Description of project	2
Findings	4
General observations relating to library instruction	7
Recommendations	10
Appendices I - IV	

BACKGROUND

The purpose of my sabbatical leave, from January to mid-June, 1979 was to study existing library instruction programs in secondary schools throughout Massachusetts, with emphasis on the 30 school systems identified by our Admissions Office as "feeder schools", or primary sources of students for the University of Massachusetts' Amherst campus.[1] I planned to share with the school librarians concerns of this library's Instruction Program relating to current levels of skill possessed by students entering the University and to acquaint them with the status of the library program here and with its goals.

My major objective was to find ways of helping students make the transition from high school to academic library. I suspected that lack of communication between high school and academic librarians on this subject had resulted in lost opportunities for us all to develop more relevant instructional services for the college-bound student as well as for the college freshman.

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[1] A list of these and other schools visited is attached. See Appendix I.

DESCRIPTION OF PROJECT

I selected forty high schools to visit while I was on sabbatical leave. Of the forty, thirty-one were feeder schools for the University. All of these were large, regional high schools with student enrollments ranging from 1500 - 1800 students. The other schools visited were smaller, one with an enrollment of only 500. One was a private, independent school. Additional contacts were made with school librarians and media specialists at meetings of the Massachusetts Association for Educational Media, at local staff meetings for junior and senior high library media specialists at Springfield, Worcester, and Newton, and at the April meeting of the Cooperative Library Association, to which I was invited as guest speaker to talk about my sabbatical project.[2]

Following my visits to individual school libraries, I compiled folders containing information on each one, including a "profile sheet" summarizing notes I had taken at the time of my visit. Points of similarity and difference that would be apparent to students coming from the school library setting to the University library system were noted.

In most cases, the profile sheets included statistics on the schools' enrollment; number of graduates currently at UMass.; size of the library's print and non-print collection; number of librarians and support staff; number of current periodical subscriptions; availability of microtext material, special collections, vertical files, photocopy machines; type of card catalog (divided or dictionary arrangement); classification system used; remarks on any training program offered to student library aides; and a brief description of the library orientation and instruction program offered to all (or to most) students.

Also included in the folders were copies of self-designed library instruction materials that individual librarians were willing to give to me to help provide a better picture of library activities at a particular school. I had prepared folders containing similar kinds of information about the University Library to leave with the librarians I visited.

The following kinds of materials were donated: pretests, exercise sheets, information sheets, information sheets for teachers and students on the use of basic library tools such as the card catalog and Reader's Guide, course-related

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[2] The Cooperative Library Association membership is composed of school librarians from about 18 independent schools in eastern Massachusetts.

bibliographies of multi-media materials, library handbooks, course outlines for student library aide programs, handouts outlining suggested search strategies, guidelines for library instruction programs K-12 (available in a few school systems only), library newsletters, information packages designed for students working on term papers, periodical subscription lists, library floor plans, memos intended for distribution to faculty to remind them of their critical role in maintaining a viable library instruction program, etc.

The information gathered together in these folders will enable me and my colleagues in the Reference Department to better understand and appreciate the many factors which contribute to individual student attitudes and understandings about libraries before they come to the University as freshmen. The information about instruction programs at particular schools will be of special interest, because it will enable us to see more clearly why students who have attended certain schools are likely to have achieved greater competency in the use of basic library tools and techniques for information retrieval than have students from other schools which, at present, have not developed programs which prepare sizeable numbers of students for purposeful use of libraries to support curricular objectives.

This coming Fall, I plan to contact some of the students who have come to the University as freshmen from schools I have visited. By meeting with small groups of students whose background I know something about, I hope to be able to provide them with a specially-tailored orientation to the University Library, offering them specially-tailored library instruction as well, should their course work suggest good opportunities for increasing their awareness of ways the library can be used to benefit them.

Lists of names of student applicants from 10 of the feeder schools have been given to me by the University Admissions Office. Based on these lists, school librarians and guidance counselors have been able to suggest to me students who might benefit from my offer to provide them with a more individualized orientation to our Library, taking into account attitudes and understandings they have acquired about libraries during their high school years.[3]

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[3] I believe that students who have graduated from schools in which there was considerable demand for course-related library instruction, are likely to have achieved a greater sense of competency and interest in the use of libraries than have students from schools in which the library was used frequently as a study hall, and infrequently as an educational resource supportive of the curriculum.

As an outgrowth of my sabbatical project, the University Library's first "Library Instruction Colloquium" was held in Amherst on June 1, 1979.[4] School librarians I had visited were invited to visit us: (1) to form an impression of the University Library as it might be seen by freshmen coming from the school library setting; (2) to exchange ideas and samples of instructional materials useful for suggesting positive changes in our instructional programs.

The colloquium was a successful one, with 32 visitors attending. We received fresh insights with respect to the relative status of our individual instruction programs and, thanks to the willingness of the group to exchange information relating to experiments[5] and successes in the area of library instruction, we learned of different and sometimes better ways of approaching our shared problems.

I hope to be able to maintain communications with interested secondary school librarians in this state so that opportunities for us to strengthen and coordinate our respective programs will not be lost. I hope also to learn a great deal from freshmen this coming Fall, as I meet with them on a one-to-one basis at the Reference Desk, during orientation tours, and during group instructional sessions. Their comments about ways to make library orientation and instruction more meaningful to them will help me and possibly others in my department to give new direction to our work.

FINDINGS:

High School Programs

I was encouraged to find all of the secondary school librarians I visited attempting to provide at least minimal amounts of library orientation and instruction to all students. Only a very few of the school librarians I interviewed felt so constrained by circumstances that they despaired of doing much more than providing small numbers of students with just a quick orientation to the library/media center itself. Because of lack of administrative and faculty support, or

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[4] A copy of the program is attached. See Appendix II

[5] At Lincoln-Sudbury Regional High School, for example, Mrs. Monica L. Anderson, Coordinator of Library Services, is experimenting with an instructional program for freshmen which involves the cooperation of the English, history and science departments. Responsibility for introducing freshmen to the library, use of the card catalog, periodical indexes, and certain course-related reference materials is divided up among these departments. A handout summarizing the program was distributed at the colloquium.

the basic skills and concepts. It might even take students beyond the basics, to stimulate interest in using the research collection for independent study.

Unfortunately, the aims of the University's library instruction program for freshmen are quite limited[6] and, as a result, the overwhelming majority of freshmen on campus rely heavily on library skills acquired earlier in grades K-12. This situation is not unique to the University of Massachusetts. The fact is that relatively few students on any college campus receive formal training in the use of libraries.

At the University, general library instruction sessions may be requested by instructors in the freshman Rhetoric (English Composition) program. These sessions typically involve a single class period, which means that limited amounts of basic material must be presented selectively to provide information needed by the poorly prepared as well as the better prepared student. For a number of reasons, including major difficulties in scheduling library sessions for so many students and in finding staff time to devote to this kind of instruction, only about 30% of more than 4,300 freshmen taking Rhetoric receive even this amount of group instruction and review of library "basics".

Approximately 30% of the freshman class take the Library's general orientation tour, to acquaint them with facilities and services. Attendance for the tour is voluntary. We do not know how many of the 30% taking the tour are later among the 30% receiving a review of basic skills through the Rhetoric program but obviously, there are large numbers of freshmen who are not reached at all through the University's efforts to provide library instruction for incoming students. They must, therefore, be attempting to adapt understandings and skills acquired in the school library to the new situations they encounter in the academic library.

One finding of particular interest to me was that the typical program of basic library orientation and instruction in the high schools was almost identical to the one presented to freshmen at the University. My pre-sabbatical suspicions about this were confirmed, and I am now convinced that we at the University should be making special efforts to give new emphases to the orientation and instruction program for freshmen here. Basic library instruction at the University level need not appear to freshmen to be "just a review of things learned about years ago".

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[6] For a brief description of the program, see Appendix III

staff shortages, they did little in the way of course-related library instruction. Most library instruction at these schools, therefore, took place on a one-to-one basis, involving only those students who asked for assistance when they came to the library.

The "typical" basic library orientation and instruction program, however, was of this nature: (1) all freshman English classes (or sophomore, if a 3-year school) would be brought to the library by their teachers for one to two class periods for orientation to the physical arrangement of the library, its services, rules, and general procedures for use; (2) fundamentals relating to use of the card catalog and Reader's Guide would be reviewed; (3) in-class exercises and/or follow-up assignments would be given so that students could practice application of certain learned information immediately; (4) additional follow-up assignments made by the English Department would require students to make use of at least some library materials and some library skills for a specific course-related purpose.

In the typical program, one class period would often be devoted to library orientation and related activities. A second class period would be devoted to basic instruction in the use of two of the school library's major access tools, the card catalog and Reader's Guide. In a few schools, three or more class periods would be set aside for these purposes, to allow the time realistically needed for pre-testing, more thorough instruction, individual help, and completion of in-class exercises designed to re-enforce course-related library skills.

At all high schools I visited, opportunities for many students to master basic library-related concepts and skills did exist. In practice, however, few students were taking advantage of these opportunities - not because the library collections were inadequate to support a strong program of basic library instruction (most collections were excellent), not because the librarians were disinterested (on the contrary, librarians were concerned with finding ways to improve and expand their instructional programs), but because literature searching was not sufficiently integrated with the course curriculum at most schools to make mastery of basic library skills seem relevant to more than small numbers of students.

The University Program

Ideally, the program of basic library instruction at the University would reach all freshmen, making up for any previous lack of preparation in at least

to concentrate on this level, in repetitive, circular fashion. We find that basic library skills must be reviewed at each school level, junior high through college, because the basic skills are easily forgotten if they are not regularly used to help fulfill needs arising from academic course work. In many of today's schools these needs do not arise often.

At the heart of the problem are the large number of teachers who see no reason to integrate library skills with their classroom instruction. When teachers see no "need" for students to use the library (except as a study hall or as a place to read materials "on reserve"), most students will see no need to use the library either. The result is a standstill in the area of library instruction for large numbers of students. The positive experiences they should have in using a variety of informational resources, so that they learn how to select the right kind of tool for the appropriate purpose simply never occur, even though library resources have been purchased to support the entire curriculum offered at most schools.

Once at the University, the majority of students never receive additional formal instruction in basic library skills. Instead, sizeable numbers of students ask for individual help "as needed" at Reference Desks. Professionally trained librarians, who have advanced degrees not only in library science, but often in subject areas as well, are kept busy providing various kinds of reference assistance, at various levels of complexity, individually, to one student after another. Obviously, this kind of assistance can be very valuable for certain purposes, but it can never be a substitute for a planned program of general library instruction. Teaching basic library concepts and skills to large numbers of students on a one-to-one, haphazard basis is sadly inadequate and inefficient. Inevitably, it does much to create an atmosphere of frustration for reference librarians and students alike.

A further drawback associated with teaching basic skills during brief, one-to-one encounters, is that the circumstances necessitate fragmented, incomplete instruction in those skills. Only those points of information which seem relevant to the immediate question, as posed by the student, are likely to be touched upon.

An additional complication exists as well: few students today know enough about potential sources of recorded information or about possible approaches to information retrieval in libraries to know what kinds of questions

GENERAL OBSERVATIONS RELATING TO LIBRARY INSTRUCTION

As librarians, we should not be surprised to find that students who come to college ignorant of the nature and organization of an academic collection and who lack even a working knowledge of its basic tools for access, are likely as college freshmen to become hesitant, superficial users at best, remaining ignorant of many of the practical helps it offers, and blind to the potential for creative use of its research materials. Among librarians, it is commonly known that there is a wide unfortunate gap between what is available for use in the academic library and what is needed in the way of instruction to prepare students for making informed use of it.

To help close this gap, students should be learning a sequence of library skills to prepare themselves for personal involvement in information searching. By the time they graduate from high school, they should have acquired positive attitudes toward libraries, have learned to understand the different functions of school and public libraries in society, and have learned general techniques for information searching in them. They should be aware of the transfer value of what they have learned (in relation to the public library and, for the college-bound, to the academic library as well), be aware of the strengths and limitations of their present levels of skill, and know that professionally trained staff will be available in most libraries to help them locate information there.

At the college level, students should have opportunities to learn about the development of the literature related to particular subjects, so that they will understand the need for different search strategies depending on factors ranging from currency of the information needed, to the relative importance of certain types of published materials as media for communication in the professional fields. With the aid of reference librarians, they should develop skills related to literature searching in their chosen fields of study and, realizing that they will not become familiar with literature searching in all fields, know that reference librarians can help them to locate information in these other specialized sources too, when and if shifts in their informational needs require it.

Unfortunately, most students never progress beyond low level skill in using libraries, because the limited amounts of instruction most receive tends

RECOMMENDATIONS

Changes in our programs of library instruction are necessary if we are to bring about desirable changes in the way students use libraries. I make the following recommendations in the hope that they will suggest changes that can be made within individual schools or school systems to improve programs of library instruction for students.

1. All school systems that have not already done so should take steps to develop a planned, sequential program of library/media skills instruction K-12.[7]

2. School librarians should be alert to opportunities to teach students the transfer value of library skills being learned (i.e. in relation to the public library and, for the college-bound, the academic library as well). Students should understand the different purposes served by the public and academic libraries, since they will have access to both types.

3. School librarians should consider pre-testing college-preparatory students for understanding of library-related concepts and proficiency in library skills that have transfer value for college use, following up with a workshop for students in need of improvement.[8]

4. Principals and librarians should encourage more teachers to integrate literature searching with their curriculum. Students will have little opportunity to become proficient in even the basic skills if they are "needed" once, twice, or perhaps not at all after completion of initial library orientation and instruction exercises. Without proficiency in the basic skills, it is unlikely that they will be able to

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[7] Possibly a prototype program could be developed by a committee for the use of any interested school system. Several school systems, including Braintree and Natick, have guidelines for development of library skills K-12 which could serve as useful models for study.

[8] Freshmen at Andover High School who do poorly on a library-skills pre-test are contacted by library/media specialists at the school and given individual help as needed to achieve basic levels of competency. A special program of this sort could be developed for college-bound students also.

to be asking of reference librarians in the first place! Often a reference librarian has more than a little difficulty finding out what a student really needs to know in order to solve his or her problems in locating information. Recognition should be given to the fact that much of this difficulty arises because students have little understanding of the search process, and do not think to supply information that will contribute to a meaningful dialogue in the reference interview. Even a reference librarian who is quite skilled in conducting a reference interview would perform more efficiently and, perhaps better, if the dialogue were not so one-sided.

Lastly, the fact that many students never ask for help at all is of concern to us. Some students realize that their questions relate to basic skills and are too embarrassed to admit needing instruction of this kind. Rather than ask for individual help, they flounder about, wasting time and effort needlessly. Others make a similar mistake but for opposite reasons: they feel that they know enough about library skills already, having learned something about basic tools such as general encyclopedias, the card catalog, and Reader's Guide in school, and proceed to apply these limited skills to all new situations encountered at college, not realizing that their knowledge of available resources and their techniques for utilizing them are limited. It simply does not occur to them that it might be worthwhile to ask a reference librarian about search strategies appropriate for use in a large collection. They too proceed independently, never 'bothering' a reference librarian with questions, never asking for advice, because they are confident they can find "enough" on their own. As a result, relatively few take advantage of the wide range of resources available to them in the academic library.

Undoubtedly, students such as those described above do not fully understand the role of the reference librarian, perhaps having learned only that they can "always ask for help at the Reference Desk", and that they should certainly do so "if they can't find what they want on their own." Some students will respond to this vaguely described offer of assistance, especially if they are unable to find any information independently. Many others, however, do not respond because the information given to them about reference service has been inadequate. It has not focused attention on the specialized nature of reference work, or given examples of specific kinds of assistance that can be best provided by a professionally trained reference librarian.

make effective use of their library during their school years, the time when for many, learning procedures and course-related materials will be of greatest use - not only for achieving academic success, but for preparing themselves for independence in research.

5. Librarians/media specialists should think of ways that we as professionals could influence Schools of Education to better prepare prospective teachers for integrating library and media skills with their classroom instruction. (Should courses in Curriculum Development include units on integrating library/media skills with the curriculum? Should teachers be given an opportunity to take continuing education workshops on these subjects for credit?)

6. School librarians should help college-bound students to learn the value of a search strategy as a technique for retrieving needed information from relevant library resources. - Search strategy is one of the most important library skills to be learned. Help them to understand that similar, but more specialized search strategies will often be more appropriate for use in the larger academic library. Inform them that as college freshmen they will be expected to seek the assistance of reference librarians in developing the search strategy that correlates best with the academic library collection and their chosen topics for research.

7. School librarians who have visited the University Library should be alert to opportunities to inform students planning to enroll at UMass./Amherst about library strengths and weaknesses here, so that they will have more sophisticated expectations about the Library when they arrive on campus.

8. Reference librarians at the University should become informed about library instruction programs in Massachusetts secondary schools, to increase their sensitivity to unexpressed needs of freshmen in relation to library orientation and instruction programs here.

9. Reference librarians at the University should refocus the basic instruction given to freshmen relating to use of the card catalog and Reader's Guide, to take into account the manner and circumstances in which those tools would have been used in the high school library as opposed to the somewhat different ways in which they should be used here.

10. The Instructional Services staff at the University Library should maintain lines of communication with interested secondary school librarians in the state to continue to share ideas about helping students make the transition from high school to academic library.

Ultimately, the success of our library instruction programs will be dependent upon strong administrative support, plus the cooperation of teachers and librarians in planning together for a library skills program which is of real benefit to students. Further advances in library instruction will be slow in coming unless administrators and teachers can be made to recognize the need for them and accept their share of the responsibility for seeing that they occur.

Joyce Merriam
Assistant Head,
Reference Department,
University of Massachusetts/Amherst

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APPENDIX I

School Library/Media Centers Visited Between January - June, 1979

(All high schools listed are "feeder" schools for the Univ. of Mass./Amherst campus except those marked with an asterisk)

High Schools

Acton-Boxboro Regional H.S.
Amherst-Pelham Regional H.S.
Andover H.S.
Arlington H.S.
Braintree H.S.
Brockton H.S.
Brookline H.S.
Burlington H.S.
* Burncoat Senior H.S. (Worcester)
Cathedral H.S. (Springfield)
Chelmsford H.S.
Classical H.S. (Springfield)
Concord-Carlisle Regional H.S.
* Dana Hall School (Wellesley)
Dr. L.T. Doherty Memorial H.S. (Worcester)
Framingham North H.S.
Holyoke H.S.
Lexington H.S.
Lincoln-Sudbury Regional H.S.
Longmeadow H.S.
Lowell H.S.
* Lunenburg H.S.
Marblehead Senior H.S.
Natick H.S.
Needham H.S.
Newton South H.S.
* North H.S. (Worcester)
Northampton H.S.
Norwood Senior H.S.
Peabody Veterans Memorial H.S.
Pittsfield H.S.
* Quincy High/Voc. Tech. School
Randolph H.S.
* South H.S. (Worcester)
* Sutton H.S.
Swampscott H.S.
* Taconic H.S. (Pittsfield)
Wachusett Regional H.S. (Holden)
* Waltham H.S.
Wellesley Senior H.S.

Junior High Schools

Burncoat (Worcester)
Forest Grove "
Harrington Way "
Providence "
Worcester East "

5th - 6th grade school

New North Community School (Springfield)

APPENDIX II

You and Your Staff

are invited

LIBRARY INSTRUCTION COLLOQUIUM

Friday, June 1, 1979

University of Massachusetts, Amherst - University Library

10:00 a.m.	Coffee and registration, entrance level, University Library. (Travel directions and parking information are enclosed).
10:30 - 11:30	Tour of the University Library: see the library through the eyes of a freshman.
11:30 - 12:30	The transition from high school to academic library - can instruction help? *Joyce Merriam, Assistant Head, Reference Department, University Library.
12:45 - 2:00 p.m.	Luncheon, Campus Center
2:15 - 2:30	The changing University curriculum and its effect on library use and library instruction programs. *Paula Mark, Instructional Services Librarian, University Library.
2:30 - 3:00	An overview of the library orientation and instruction program for freshmen at UMass/Amherst. *Eric Esau, Coordinator of library instruction for Rhetoric students.
3:00 - 3:30	Idea Exchange. Informal conversations on ways of linking high school and academic library instruction programs.

Colloquium coordinators: Joyce Merriam
Paula F. Mark
(413) 545-0150

Please return the registration form and check payable to University of Massachusetts ($5.00 per person registration and luncheon) before Wednesday, May 25, 1979 to Paula F. Mark, University of Massachusetts Library, Amherst, MA 01003.

LIBRARY INSTRUCTION COLLOQUIUM - REGISTRATION FORM (Registration, including luncheon, $5.00). Enclose check payable to: University of Massachusetts.

Name(s) _____

School address _____

Telephone _____

Mail to Paula F. Mark, University of Massachusetts Library, Amherst, MA 01003

before May 23, 1979.

APPENDIX III

Library Instruction at the University of Massachusetts, Amherst

The library instruction program is based in the Reference Department of the University Library and responds to faculty and student needs. We do not offer a formal course in bibliographic instruction, but instead present information about the library and its materials in one (or sometimes two) class periods.

Our 28-story building presents a rather forbidding aspect, so you will understand that first of all we need to provide orientation to the library. We give guided tours several times a day at the beginning of each semester, weekly thereafter on Wednesday afternoons, and at other times by appointment. We also offer these tours in a six week period during the summer, when about 3,000 new students come on campus for 2½ days of orientation. The tours introduce students to the main service points in the library (reference, loan and reserve, audio-visual reserve, microforms, and government documents). We devised a self-guided library tour when we first moved into the building in 1973, but we find that this is used more often by visitors than by students.

The instructional program proper falls roughly into two divisions: general sessions which may be requested by instructors in the freshman Rhetoric (English composition) program, and more specialized sessions which are related to the content of particular courses (undergraduate) or fields of study (graduate).

In the Rhetoric Program, our aims are quite limited; to enable the students to find books in the catalog by author or title; to find some materials by subject in the catalog; to find some references to periodical and newspaper articles on a particular topic by using Readers' Guide to Periodical Literature and the N.Y. Times Index; to then know how to locate this material in the library; who to inquire from if it is not in place, and who to consult if other material is needed.

In the course-related sessions we usually prepare a special handout, listing appropriate subject headings for the card catalog, some of the guides, handbooks, and bibliographies in the reference collection, and a selection of the indexing and abstracting services which will lead to journal articles. The person conducting the session speaks about the handout, amplifying the descriptions therein and often taking one topic through several information sources to demonstrate their usefulness. In graduate classes, we may prefer to describe the development of the literature of the subject -- from conference papers, to journal articles, to conference proceedings, monographs and compendia. In those classes, we would also include information about the use of other libraries, interlibrary loan, computer retrieval of bibliographic citations, and the availability of theses and dissertations. Course-related sessions have been provided for students in anthropology, resource economics, international relations, public health, exercise science, etc. Sometimes they are joint presentations, when our colleagues in government documents, or the biological or physical sciences, also participate.

We usually hold the sessions in the Library. We have a room on the 10th floor, set up as a classroom, with chairs, tables, blackboard, and mini-catalog. Those who present the Rhetoric sessions often make use of transparencies, and we have acquired our own overhead projector and screen. Quite often, for smaller

groups, we used instead an area on the Main Floor near the card catalog and the reference collection. If the groups are very large, we go to the lecture hall.

Faculty and student reaction is generally favorable. We have made it clear that sessions should be planned with specific library-based projects in mind -- not just because knowing about the library is "a good thing".

Paula F. Mark
Instructional Services Librarian
University Library
University of Massachusetts
Amherst, MA 10103
(413) 545-0150

APPENDIX IV

Comparison Chart

	High School Library/Media Centers Visited	University Library
1. Size of print collection	6,000 - 40,000 vols. (20,000 vols. common at the feeder schools).	Over 2 million vols.
2. A-V materials	Considerable software and hardware available for student use.	Little A-V material available for student use except for Music Dept. phonorecords and material selected for reserve or classroom use by faculty.
3. Card catalog	Usually a small dictionary catalog; a few of the larger collections had divided catalogs.	Large divided catalog (author/title, subject).
4. Classification system used	Dewey Decimal Classification (with only one exception: Brockton High uses Library of Congress.	Library of Congress Classification. (UMass freshmen need instruction in reading call numbers using this system.
5. Microtext materials	Few. Most libraries had a few periodical backfiles on microfilm, and some fiche. (Exception: Brockton High had a fairly sizeable microtext collection).	Over 25% of the entire collection is in microform.
6. Fiction	Shelved as a separate collection, arranged alphabetically by surname of author.	Shelved according to L.C. classification within the main collection.
7. Paperbacks	Most had separate, attractive collections of current titles for circulation.	No separate collection of paperbacks. These are generally not acquired unless the cloth edition is unavailable.
8. Periodicals	Subscription to 100-150 current titles is common. Hard copy backfiles usually not retained for more than 3-5 yrs.	Subscription to approx. 14,000 current serial titles. Backfiles of 18th, 19th, 20th century periodicals are available
9. Periodical indexes	Usually Reader's Guide only. A few had RG 1890-date plus 2-3 other indexes.	Many different periodical indexes available, most focusing on the journal literature of particular disciplines.
10. Basic orientation & instruction	Reached nearly all freshmen; attendance was required in most schools.	Attendance for orientation tours is voluntary; approx. 30% of new students attend. Approx. 30% of students enrolled in the Rhetoric Program receive some instruction at a general session.